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ABSTRACT

This volume contains 15 papers on strategies for improving teaching in higher education with a focus on perceptions of current practices particularly in the United Kingdom, the United States, Australia, and Canada. The papers are: "Teaching Improvement Practices: International Perspectives" (W. Alan Wright and M. Carol O'Neil); "Understanding Student Learning: Implications for Instructional Practice" (Christopher K. Knapper); "Increasing Faculty Understanding of Teaching" (Keith Trigwell); "Preparing Faculty as Tutors in Problem-Based Learning" (David Kaufman); "Introducing Faculty to Cooperative Learning" (Barbara J. Millis); "Improving Laboratory Teaching" (Elizabeth Hazel); "From Shaping Performances to Dynamic Interaction: The Quiet Revolution in Teaching Improvement Programs" (Richard G. Tiberius); "Faculty Development Workshops and Institutes" (James Eison and Ellen Stevens); "Using the Teaching Portfolio to Improve Instruction" (Peter Seldin, and others); "Preparing the Faculty of the Future to Teach" (Laurie Richlin); "The Development of New and Junior Faculty" (Milton D. Cox); "Improving Teaching: Academic Leaders and Faculty Developers as Partners" (Mary Deane Sorcinelli and Norman D. Aitken); "Promoting Inclusiveness in College Teaching" (Nancy Van Note Chism and Anne S. Pruitt); "National-Scale Faculty Development for Teaching Large Classes" (Graham Gibbs); "The Impact of National Developments on the Quality of University Teaching" (George Gordon, Patricia A. Partington). An index is included. (Most papers contain references.) (JB)